



The American Flag Foundation, Inc.

# THE EDUCATIONAL RESOURCE HANDBOOK

Program of  
The American Flag Foundation, Inc.  
P. O. Box 435  
Riderwood, Maryland 21139  
443-243-3437  
[www.americanflagfoundation.org](http://www.americanflagfoundation.org)



*How does the American Flag inspire patriotism and citizenship  
among people in America?*

## TO THE EDUCATOR:

The purpose of the Educational Resource Handbooks is to develop and enhance the students' knowledge and understanding of leadership, citizenship and character.

Through the study of people, their values, and the events that led to the development of the United States Flag and its symbols, students will develop an understanding of their American heritage and of the need to continue strong leadership, citizenship and character.

Feature of the Handbooks.

1. Aligned to the Common Core Standards in the area of...

- Reading – Literature

- Reading – Informational Text

- Foundational Skills

- Writing

- Speaking and Listening

- Language

2. Interdisciplinary approach
3. Adaptable across grade levels
4. Adaptable to all levels of learning
5. Teacher friendly
6. Format includes: Lesson Objectives
  - a. Motivation
  - b. Discussion
  - c. Activities
  - d. Culminating Activities
7. Resource Guide & Resource Pages
8. Blackline masters
9. Lesson rubrics.

The material in these handbooks is appropriate for activities during National Flag Week (PAUSE FOR THE PLEDGE OF ALLEGIANCE –June 14) and also other historical events observed throughout the school year.

The range of activities included in the lesson format can be tailored to meet the needs of the students. These suggested activities cover a broad spectrum of educational disciplines.

If you have any questions or suggestions, please feel free to contact The American Flag Foundation at 443-243-3437.



# The American Flag Foundation, Inc.

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Thanks to:

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## **The American Flag Foundation, Inc. Educational Resource Handbook**

### **Preface**

This educational handbook has been prepared by The American Flag Foundation, Inc. and its content approved by the Maryland State Department of Education. This handbook has been prepared especially for 3rd, 4<sup>th</sup> and 5<sup>th</sup> grade elementary school students by members of the Star-Spangled Banner Education Committee of the Foundation who have had experience in developing curriculums in the State of Maryland for grades K-12. The Foundation is a non-profit organization that promotes through its programs below, a sense of patriotism and the historic symbols and meanings of the American Flag.

### **Living American Flag**

Since 1984, approximately 4,000 3rd, 4th and 5<sup>th</sup> graders from public, private and home-study schools in Baltimore City and the surrounding counties have formed a Living American Flag at Fort McHenry, and elementary schools sites. This represents the concluding stages of the Living American Flag Educational Program, a goal and "wrap up" even to which is worked toward throughout the school year, integrated with a student essay contest on the U. S. Flag. All of this student/ teacher /parent work and preparation culminates in a reenactment of the original "Human Flag" formed in 1914 to celebrate the 100<sup>th</sup> anniversary of the successful 1814 defense of Baltimore during the War of 1812 and the origin of the writing of the Star-Spangled Banner, our national anthem. Programs have the option of being accompanied by Francis Scott Key, Mary Pickersgill, and additional historic characters in period clothing who will discuss with students the place and period in history.

### **The Annual National Pause for the Pledge of Allegiance**

Flag Day, June 14, 7:00 p.m. — A centerpiece of the mission of, The American Flag Foundation is to promote the participation of all Americans in the Annual National Pause for the Pledge of Allegiance held each year at Fort McHenry and throughout the United States. In partnership with the National League of Cities, The American Flag Foundation coordinates with 2,500 mayors of cities and towns across the United States, encouraging them to lead their local citizens at 7:00 p.m. in a Pause to recite the Pledge of Allegiance. The concept of the Pause originated in 1980. The American Flag Foundation has sponsored the annual National Pause for the Pledge of Allegiance program every year since.

## Star – Spangled Banner Outreach Program

A key program under development is the Star – Spangled Banner 15 – State Living American Flag project. Initiated in 2001, the program seeks to expand the Living American Flag Program held in Baltimore to take place at historic sites in the original fifteen states. A local task force of key government officials is currently actively working with representatives from a number of the fifteen original states to organize this effort.

## 21 Days to Honor America

The United States Congress dedicated the period from Flag Day, June 14th, through Independence Day, July 4th, as “21 Days to Honor America” (89STAT.211). We encourage all Americans to fly the U.S. Flag during those official 21 days.

## Louis V. Koerber Patriotism Award

The Louis V. Koerber Patriotism Award is presented to promote the observance of Flag Day, June 14th and the annual National Pause for the Pledge of Allegiance, by honoring a citizen who has offered extraordinary service and support to educate the public about the meaning of the Flag, the need for national unity and to raise the awareness of the American people of the history, the spirit, the legacy and the promise of the Star-Spangled Banner.

We continue to owe a debt to our many colleagues and friends for their helpful comments and suggestions in the development of earlier editions of our text.

Special thanks also go to the Educational Review Committee of The American Flag Foundation, Inc.: Patricia Perluk, Sam Smith, and Linda Bishop.

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## Grade 5 Match To Common Core Standards

### Standard Area: Reading Standards - Literature

Students will build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text such that they can draw on or infer specific details and examples from the text, understand the craft and structure of text, and integrate knowledge and ideas.

Content Standards	Corresponding Activities
RL.5.1 Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (KID)	Lesson 1, Activity 6 Lesson 4, Activities 5, 6 Lesson 6, Activity 2
RL.5.2 Students will determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (KID)	Lesson 1, Motivation 2, Discussion 7, Activities 6, 9 Lesson 4, Activities 5, 6
RL.5.3 Students will compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (KID)	Lesson 1, Motivation 2, 3 Lesson 4, Activities 5, 6 Lesson 6, Activity 3
RL.5.4 Students will determine the meaning of phrases as they are used in a text, including figurative language such as metaphors and similes, students will determine the meaning of words. (CAS)	Lesson 1, Activity 9 Lesson 4, Motivation 2, Activities 5, 6 Lesson 6, Activity 2
RL.5.5 Students will explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CAS)	Lesson 1, Motivation 2, 3, Activity 9 Lesson 4, Activities 5, 6
RL.5.6 Students will describe how a narrator's or speaker's point of view influences how events are described. (CAS)	Lesson 1, Activity 9
RL.5.7 Students will analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (IKI)	All multi-media presentations Lesson 1, Activity 6
RL.5.9 Students will compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (IKI)	Lesson 4, Activities 5, 6
RL.5.10 Students will, by the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (ROR)	All Literature Activities

## Grade 5 Match To Common Core Standards

### Standard Area: Reading Standards – Informational Text

Students will build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text such that they can draw on or infer specific details and examples from the text, understand the craft and structure of text, and integrate knowledge and ideas.

Content Standards	Corresponding Activities
RI.5.1 Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (KID)	Lesson 1, Activity 9 Lesson 3, All Activities Lesson 4, Activity 1 Lesson 5, Activity 1 Lesson 7, Activity 1
RI.5.2 Students will determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (KID)	Lesson 1, Activity 10 Lesson 2, Activities 2, 7 Lesson 4, Activity 1 Lesson 5, Activity 1 Lesson 7, Activity 1
RI.5.3 Students will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (KID)	Lesson 1, Activity 6 Lesson 4, Activity 1 Lesson 5, Activity 1 Lesson 6, Activities 3, 6, 9 Lesson 7, Activity 1
RI.5.4 Students will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CAS)	Lesson 2, Activities 1, 2 Lesson 4, Activity 1 Lesson 5, Activity 1 Lesson 7, Discussion 5
RI.5.5 Students will compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CAS)	Lesson 2, Activity 9 Lesson 3, Activity 1 Lesson 6, Activities 3, 6 Lesson 7, Activity 1
RI.5.6 Students will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CAS)	Lesson 2, Activity 9 Lesson 3, Activities 3, 4, 6 Lesson 6, Activities 3, 6 Lesson 7, Activity 1
RI.5.7 Students will draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (IKI)	Lesson 2, Activity 3 Lesson 3, All Activities Lesson 6, Activities 3, 6, 9 Lesson 7, Activity 1

RI.5.8 Students will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (IKI)	Lesson 2, Activity 2 Lesson 4, Activity 1 Lesson 5, Activity 1 Lesson 7, Activity 1
RI.5.9 Students will Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (IKI)	
RI.5.10 Students will, by the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (ROR)	All Informational Reading Activities



## **Grade 5 Match To Common Core Standards**

### **Standard Area: Reading Standards – Foundational Skills**

Students will build their stamina and skill to proficiently read challenging, grade-appropriate complex literature and informational text such that they can draw on or infer specific details and examples from the text, understand the craft and structure of text, and integrate knowledge and ideas.

<b>Content Standards</b>	<b>Corresponding Activities</b>
RF.5.3 Students will know and apply grade-level phonics and word analysis skills in decoding words. (PWR)	Lesson 2, Activity 1 Lesson 6, Discussion 8 Anytime students decode words
RF.5.4 Students will read with sufficient accuracy and fluency to support comprehension. (F)	Lesson 2, Activity 1 Lesson 4, Motivation 2 Anytime students read orally

## Grade 5 Match To Common Core Standards

### Standard Area: Writing Standards

Students will write with frequency and increasing sophistication to present the relationships between ideas and information efficiently; with emphasis on argumentative, informative/explanatory, and narrative writing, the development of understanding of production and distribution of one's writing, and the use and understanding of research tools and ethics.

Content Standards	Corresponding Activities
W.5.1 Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. (TTP)	Lesson 3, Activities 2, 3, 4 Lesson 4, Activities 3, 4, 7 Lesson 5, Activity 4 Lesson 6, Activity 3
W.5.2 Students will write informative/explanatory texts to examine a topic and convey ideas and information clearly. (TTP)	Lesson 2, Activity 7 Lesson 3, Activities 2, 3, 4 Lesson 4, Activities 3, 4, 7 Lesson 5, Activity 4 Lesson 6, Activity 3
W.5.3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (TTP)	Lesson 2, Activity 7 Lesson 3, Activities 3, 4 Lesson 4, Activity 7 Lesson 5, Activity 4 Lesson 6, Activities 3, 7
W.5.4 Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (PDW)	Lesson 2, Activity 7 Lesson 3, Activities 2, 3, 4, 8, 9, 10 Lesson 4, Activities 3, 4, 7 Lesson 5, Activities 4, 9 Lesson 6, Activities 3, 7
W.5.5 Student will, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5) (PDW)	Lesson 2, Activity 8 Lesson 3, Activities 3, 4, 10 Lesson 4, Activities 3, 4, 7 Lesson 5, Activity 4 Lesson 6, Activity 3
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (PDW)	Lesson 1, Activities 4, 5 Lesson 2, Activity 5 Lesson 4, Activity 7 Lesson 5, Activity 4 Lesson 6, Activities 3, 7

W.5.7 Students will conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (BPK)	Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3
W.5.8 Students will recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (BPK)	Lesson 4, Activity 7 Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3
W.5.9 Students will draw evidence from literary or informational texts to support analysis, reflection, and research.(BPK)	Lesson 2, Activity 5 Lesson 5, Activities 5, 6, 7 Lesson 6, Activity 3
W.5.10 Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (ROW)	All Written Work



## Grade 5 Match to Common Core Standards

### Standard Area: Speaking and Listening Standards

Students will speak (both in informal discussions and in more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively while developing listening skills that allow them to participate effectively and contribute to groups.

Content Standards	Corresponding Activities
SL.5.1 Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CAC)	All Lessons, All Discussions Lesson 1, Activity 6
SL.5.2 Students will summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CAC)	Lesson 1, Activity 10 Lesson 3, Motivation
SL.5.3 Students will summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CAC)	Discussions/Debates Lesson 1, Activity 7 Lesson 3, Motivation
SL.5.4 Students will report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (PKI)	Lesson 2, Activity 2 Lesson 2, Activity 5
SL.5.5 Students will include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (PKI)	Lesson 2, Activity 5 All presentations can be adapted to include these components.
SL.5.6 Students will adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) (PKI)	Lesson 3, Activity 2 Any time students quote from primary sources embedded within the lessons

## Grade 5 Match To Common Core Standards

### Standard Area: Language Standards

Students will take a close look at the texts they encounter through the conventions of Standard English, knowledge of language and grammar, and to acquire and use vocabulary while speaking, reading, and writing.

Content Standards	Corresponding Activities
L.5.1 Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CSE)	All Written Work All Discussions All Debates Lesson 2, Activities 1, 4
L.5.2 Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CSE)	All Written Work
L.5.3 Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. (KOL)	Lesson 2, Activity 1 All Debates All Written Work All Discussions All Reading Activities
L.5.4 Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (VAU)	Lesson 2, Discussion 1 All Reading Activities
L.5.5 Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (VAU)	Lesson 2, Discussion 1
L.5.6 Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (VAU)	All Lessons, All Grade Level, Domain-Specific Vocabulary Lesson 2, Discussion 1, 2, 3

## Lesson 6: The Legend of “Uncle Sam”

**Enduring Question: How does the American flag inspire patriotism and citizenship among people in America?**

**Objective: Students will...**

Determine the importance and historical significance of “Uncle Sam” by synthesizing information from multiple sources.

**Motivation:**

View and discuss the video clip introducing Uncle Sam at:

<http://news.discovery.com/history/videos/history-uncle-sam-who-was-he.htm>

**Discussion:**

1. Who was Uncle Sam?
2. How did America’s “Uncle Sam” start?
3. Where did the initials U.S. come from?
4. Explain Sam Wilson’s role in the War of 1812.
5. When did “Uncle Sam” first appear in the United States?
6. Explain the meaning of the words “Uncle Sam.”
7. How can history be told by using legends based on facts?
8. Recall the definition of the word “symbols.”
  - a. Why are symbols important?
  - b. Recall some symbols of our state and country.
9. Discuss the value and importance of having “Uncle Sam” as a national figure of patriotism.
10. Where have you seen “Uncle Sam” depicted or personified? Relate the occasion(s) to our study of patriotism.
11. Discuss the importance of patriotism.
12. Why do you think “Uncle Sam” was a good citizen? How can you be a good citizen in your school and in your community, and country?
13. What ways can you help others become good citizens?

**Activities:**

1. Use the K and W columns on the resource sheet “K-W-L Strategy Chart” with students to determine students’ background knowledge of “Uncle Sam.”
2. Read and discuss the article, “‘Uncle Sam,’ Like the American Flag, is Symbolic of Freedom” and complete the story map. After reading, complete the L column of the KWL chart.
3. Students can conduct research, compare and contrast, and synthesize information from multiple sources on the Internet using the sites listed below to learn more about “Uncle Sam.”



- Ben's Guide to U.S. Government: <http://bensguide.gpo.gov/3-5/symbols/unclesam.html>
- Biography of Uncle Sam:  
[https://hcpsowa.hcps.org/owa/redir.aspx?C=wMoCnCA1vUqj7SsGMtIkMv0AYD2CQNAI2Q2uaV\\_R0OS9ltEAHQzK6yb1ci409dk8tIM-0wdP4qg.&URL=http%3a%2f%2fxroads.virginia.edu%2f%7ecap%2fsam%2fsam.htm](https://hcpsowa.hcps.org/owa/redir.aspx?C=wMoCnCA1vUqj7SsGMtIkMv0AYD2CQNAI2Q2uaV_R0OS9ltEAHQzK6yb1ci409dk8tIM-0wdP4qg.&URL=http%3a%2f%2fxroads.virginia.edu%2f%7ecap%2fsam%2fsam.htm)

After students conduct their research, have them create “Uncle Sam” presentations in a format of your choosing (see rubrics for listening, speaking, and PowerPoint/media presentation in resource section).

4. Plan a “news broadcast” program to present on the announcements or in an assembly to introduce the real “Uncle Sam” (see rubric for speaking in resource section).
5. Have students research drawings of what “Uncle Sam” looks like today and ways he has been presented over the years.
6. Using the resource sheet “‘Uncle Sam,’ Like the American Flag, is Symbolic of Freedom,” have students work in small groups to determine what additional information is presented in the article that was not obtained through research conducted on the Internet in Activity 1.
7. Write a play or reader's theater about “Uncle Sam.” Reflect on his patriotism and citizenship (see rubric for informational /explanatory writing found in resource section).
8. Have students create “Uncle Sam” posters (see rubrics for media presentation and posters found in resource section).
9. Analyze the “Uncle Sam Timeline” (Resource Sheet 6). Discuss how illustrations of Uncle Sam have changed throughout time. Have students predict why the drawings/illustrations have changed based on their knowledge of U. S. History.

### ***ResourceSheets:***

1. “‘Uncle Sam’ Like the American Flag, is Symbolic of Freedom” – Lexile 890
2. Example of K—W—L Strategy Chart
3. K—W—L Strategy Chart
4. Story Map Example
5. Story Map Master Form
6. Uncle Sam Timeline



## Lesson 6 Resource Sheet 1: "'Uncle Sam,' Like the American Flag, is Symbolic of Freedom" (Lexile 890)

By Ken England (The American Flag Foundation, Inc.'s "Uncle Sam")

Everyone has heard of "Uncle Sam," but few people know where the reference came from. The origin of the infamous Nickname can be traced back to 1789 and attributed to Samuel Wilson, a meat packer from Troy, New York. Even at the age of 18, young Samuel Wilson was patriotic, credited with saving the town of Arlington, Massachusetts. History is recorded that while Samuel was out playing one day, they discovered the British Redcoats were advancing in the direction of Arlington. The young lad immediately ran to alert his own people giving them advance warning of the imminent danger. His patriotic good deeds did not stop then. Six years later, Samuel joined the Army to fight in the Revolutionary War.

As an adult, Samuel Wilson was a happy man whose honesty in business won him many friends. He was affectionately called "Uncle Sam" by everyone in town. Being a meat packer, he was asked to provide pork and beef to the military troops fighting in the War of 1812. To differentiate between the military crates of meat and those for other trade, he stamped each of his crates with a large "U.S." for United States. One day when one of his workers was asked what the "U.S." on the crates meant, he responded, jokingly that it's to hold for his employer, "Uncle Sam" Wilson. The nickname took hold, and soon the military rations were said to have come from "Uncle Sam." In 1820, New England newspapers began printing illustrations of an imaginary "Uncle Sam." Their drawings were of a clean-shaven man wearing a black tailcoat and a solid black top hat; but time has evolved "Uncle Sam" into the colorful figure we recognize today. His solid red pants came from the era of Andrew Jackson's presidency and his beard was modeled after Abraham Lincoln. By the end of the 19<sup>th</sup> century, political



cartoonists began to give "Uncle Sam" an even more patriotic look. His red pants sported stripes in 1856 and his top hat was soon adorned with stars and stripes. It was at this time in history that his costume closely resembled the American Flag. Today's "Uncle Sam" is usually dressed with red and white striped pants, a blue vest dotted with white stars, under a plain blue tailed coat, and a top hat with stars on the hatband. Originally, "Uncle Sam" was portrayed as a short and portly figure. However, in the 1860's, Thomas Nast, the political cartoonists Powell

known for his drawings of Santa Claus, drew "Uncle Sam" as a tall, very thin man. Coincidentally, Samuel Wilson strongly resembled this new thin "Uncle Sam," although Nast used Abraham Lincoln as his model. Illustrators who drew "Uncle Sam" during World War I permanently etched his image into the minds of all Americans. Perhaps the most famous "Uncle Sam" drawing was by Montgomery Flag for the 1917 Army recruiting poster showing "Uncle

Sam" pointing and saying, "I want you for U.S. Army." (Interestingly, "the" is missing in the above message.) Charles Dana Gibson, originator of the famous Gibson Girls, also used "Uncle Sam" as a subject for cartoons during World War I. The original "Uncle Sam" (Samuel Wilson) entered politics in later life and died July 31, 1854 at the age of 88. His tombstone in the Oakwood Cemetery in Troy reads: "In loving memory of "Uncle Sam." President John F Kennedy was the first to officially recognize Samuel Wilson with the passage of an act of the 87<sup>th</sup> Congress which states: "The Congress salutes 'Uncle Sam' Wilson of Troy, New York as the progenitor of America's national symbol of 'Uncle Sam'."



## Lesson 6 Resource Sheet 2: Example of K—W—L Strategy Chart

### Uncle Sam

K- WHAT WE KNOW	W- WHAT WE WANT TO FIND OUT	L- WHAT WE LEARNED/STILL NEED TO KNOW
<ol style="list-style-type: none"> <li>1. has a white beard</li> <li>2. is tall and thin</li> <li>3. his clothes are red, white, and blue</li> <li>4. wears a tall hat</li> <li>5. is patriotic</li> <li>6. we see him July 4<sup>th</sup></li> <li>7. is at Fort McHenry for Flag Day</li> <li>8. he comes to the Living Flag</li> <li>9. he points his finger at you</li> <li>10. he's old</li> </ol>	<ol style="list-style-type: none"> <li>1. who is he</li> <li>2. how did he get his name</li> <li>3. why do we have the symbol of Uncle Sam</li> <li>4. is he a legend</li> <li>5. why do his pictures show him pointing a finger</li> </ol>	



## Lesson 6 Resource Sheet 3: K—W—L Strategy Chart

K- WHAT WE KNOW	W- WHAT WE WANT TO FIND OUT	L- WHAT WE LEARNED/STILL NEED TO KNOW

## Lesson 6 Resource Sheet 4: Story Map Example

### Story Map Example

**Title:**

Uncle Sam

**Setting:**

Troy, New York – 1812

**Characters:**

Samuel Wilson  
Workers at his meat packing plant

**Problem:**

How Uncle Sam got his name

**Event 1**     Sam Wilson owned a large meat packing plant in Troy, New York.

**Event 2**     He supplied meat for United States troops in northern states during the War of 1812.

**Event 3**     Sam Wilson put the initials “U.S.” meaning the United States on his meat barrels.

**Event 4**     Workmen jokingly told people “U.S.” meant Uncle Sam Wilson

**Event 5**     Sam Wilson became known as Uncle Sam.

**Solution**

The Legend of Uncle Sam developed from the U. S. symbol on his meat barrels and other government property labeled U. S. for United States.

## Lesson 6 Resource Sheet 5: Story Map Master Form

### Story Map Master Form

**Title:**

**Setting:**

**Characters:**

**Problem:**

**Event 1**

---

---

**Event 2**

---

---

**Event 3**

---

---

**Event 4**

---

---

**Solution:**

## Lesson 6 Resource Sheet 6: Uncle Sam Timeline



1861



1876



1869



1917

Uncle Sam and Virginia, Harper's Weekly, 12/21/1861, found at <http://www.sonofthesouth.net/uncle-sam/>  
 Uncle Sam's Thanksgiving Dinner, Harper's Weekly, 11/20/1869, found at <http://www.sonofthesouth.net/uncle-sam/>  
 Uncle Sam's Civil Service Reform, Harper's Weekly, 11/24/1876, found at <http://www.sonofthesouth.net/uncle-sam/>  
 Uncle Sam Recruiting Poster, 1917, found at <http://www.sonofthesouth.net/uncle-sam/>